



PERCEPTION ON SEMESTER SYSTEM BY COLLEGE TEACHERS OF MIZORAM

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ABSTRACT

The present study was conducted on 221 undergraduate college teachers selected randomly from the undergraduate colleges affiliated to the Mizoram University to find out their perception towards semester system with respect to their teaching experience. Self constructed perception scale revealing the overall perception on semester system and their perception towards five components of semester system - general observation, course of study, evaluation, method of teaching and choice based credit system was administered. The perception scale consists 57 items especially for college teachers. The data collected were analyzed through using mean, sd, percentage as well as t test. The study revealed that most of college teachers had neutral perception on the semester system, yet there were more teachers who had satisfying perception than those who had unsatisfactory perception. The study also revealed that short experienced teachers had a more favourable perception on semester system than the long experienced teachers.

KEYWORDS: Perception, Semester System, Teachers, Undergraduate College

INTRODUCTION

Since the beginning of time, people have been teaching in the context of formal education, teachers and students interact, with the teachers serving as an important intermediary. The personality, skills, proficiency, experience, knowledge, and decision-making of teachers ultimately determines the outcome of the educational quality. For students, teachers serve as role models. The function of a teacher these days extends beyond instruction, they assist students with counseling and mentoring. A teacher serves as a facilitator rather than a teacher in the strictest and most traditional sense (Jadoon & Jabeen, 2006).

The semester system is a new system of programmed that is gradually replacing the previous annual system of examination. The concept of the semester system originated in western German universities. According to its etymology, the word semester comes from the German language, which denotes half a year (Patil, 1984). Literally, semester denotes a period of six months. This six-month schedule is commonly used in India.

Semester system has enhanced teacher-student interaction which made it mandatory that 75% attendance to appear for the semester examination. For students' growth, teachers spend long hours with them discussing ideas, opinions, knowledge etc. related to both academic and extracurricular topics. Teachers' workload has increased in the semester system with continuous assessment and frequent monitoring of students' progress. Pathak and Rahman (2013) argued that the main motto of semester system is "to focus on continuous assessment system and regular monitoring students' progress, setting comprehensive and in-depth learning environment to build capacity of learners by developing required knowledge, skills and attitudes to become an efficient and effective citizen diversified (p.84)". In semester system students are monitored

through summative, formative and internal assessment. The formative, continuous, and internal assessment employed by the semester system is a primary impetus for teaching and learning that occurs inside it (Ayub Buzdar, Ali, Akhtar, Maqbool, and Nadeem, 2013).

Students in the semester system participate in a wide range of activities all year long which raises their motivation levels. According to Arbo (2014), the semester system allows students to learn more through regular presentations, mid-term examinations, group discussions, and assignment submissions, etc.

In India, the University Grants Commission announced in the eleventh five-year plan for 2007-2012 that universities would implement the semester system at the undergraduate level by 2012. In response to the mandate from the University Grants Commission, Mizoram University implemented the semester system for all its affiliated colleges beginning with the 2011-2012 academic year.

Review of Related Literature

Jat (1970) conducted research on the perceptions that teachers had on the semester system. It appeared that the majority of the instructors had a favourable attitude towards the adoption of the semester system, which was supported by the findings.

Akhtar (1980) executed a critical study of the semester system in selected universities in India. The findings revealed that the overall attitude of the teachers and the students concerning the semester system was positive. No significant difference was found in the attitudes of the teachers and the students towards the semester system.

Munshi et al. (2012) conducted research on the examination process in the semester system, focusing on what constitutes observation by teachers and students. According to the data, the researchers discovered that the teachers had, to a certain extent, a more positive attitude than the students did towards the semester system.

Mehmood et al. (2014) evaluated students' and teachers' perspectives on Pakistan's semester assessment system in higher education. According to the findings of the study, students viewed the semester system as knowledge-based and effective in covering all parts of their performances. The majority of students preferred the semester system because it improved presentation abilities and fostered a conducive learning environment. On the other hand, the semester system has increased instructors' workload, favouritism, and bias, and cannot provide sufficient time for extracurricular activities. The semester system was viewed favourably by the vast majority of teachers.

Bista (2016) conducted a survey of teachers' attitudes towards the semester system in mathematics education and discovered that the teachers favoured the semester system. It was discovered that the semester system was more effective than the annual system.

Dangi (2016) investigated students' perspectives on the adoption of the semester system. The outcome demonstrated that university students viewed the semester system and its execution well. The students, however, were dissatisfied with the policies and practices, the arduous evaluation system, and the regular examinations. In contrast, university professors exhibited an unfavourable opinion towards the semester system.

Need of the study

Mizoram University is among the youngest Central Universities founded in 2001. Annual system was adopted. The Government of India made semester system mandatory in 2011–2012, the Mizoram University also changed the system from annual system to semester system. The semester system was strangers to many teachers. Most of the teachers being the product of the annual system, had to familiarize the semester system in undergraduate and post-graduate level as well. Semester system was a challenge in the beginning thereby posing some resistance and rebellious attitude shown by certain college teachers. In order to fill the lacunae, proper study was needed to be conducted.

Objectives of the Study

1. To find out teachers' level of perception on semester system in undergraduate colleges of Mizoram.
2. To compare teachers' overall perception on semester system in undergraduate colleges of Mizoram with respect to teaching experience.
3. To compare teachers' perception on the different components of semester system with reference to teaching experience.

Hypothesis of the study

1. There is no significant difference between short experienced teachers and middle experienced teachers' overall perception of semester system.
2. There is no significant difference between short experienced teachers and long experienced teachers' overall perception of semester system.
3. There is no significant difference between middle experienced teachers and long experienced teachers' overall perception of semester system.
4. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the general observation component of semester system.
5. There is no significant difference between short experienced and long experienced teachers' perception in the general observation component of semester system.
6. There is no significant difference between middle experienced and long experienced teachers' perception in the general observation component of semester system.
7. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the course of study component of semester system.
8. There is no significant difference between short experienced teachers and long experienced teachers' perception in the course of study component of semester system.
9. There is no significant difference between middle experienced teachers and long experienced teachers' perception in the course of study component of semester system.
10. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the evaluation component of semester system.
11. There is no significant difference between short experienced teachers and long experienced teachers' perception in the evaluation component of semester system.
12. There is no significant difference between middle experienced teachers and long experienced teachers' perception in the evaluation component of semester system.
13. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the method of teaching component of semester system.
14. There is no significant difference between short experienced teachers and long experienced teachers' perception in the method of teaching component of semester system.
15. 15. There is no significant difference between middle experienced teachers and long experienced teachers' perception in the method of teaching component of semester system.
16. 16. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the choice based credit system component of semester system.
17. 17. There is no significant difference between short experienced teachers and long experienced teachers' perception in the choice based credit system component of semester system.
18. 18. There is no significant difference between middle experienced teachers and long experienced teachers' perception in the choice based credit system component of semester system.

of semester system.

Methodology

For the present study, descriptive survey method was used. Descriptive research studies are design to obtain information of the current status of things, events and phenomenon under investigation and draw valid general conclusions.

Population and sample

All college teachers of Mizoram consists of the population, out of this, 221 college teachers were selected as sample for the study.

Tools used

Perception scales developed and standardized by the investigators were used to collect data.

Analysis and Interpretation of Data

Analysis and interpretation of data were done in accordance with the objectives:

Objective No. 1: To find out teachers' level of perception on semester system in undergraduate colleges of Mizoram.

In order to classify teachers, scores obtained through perception scale was converted into z-score and based on this, teachers were classified into 5 levels and they are presented in Table 1.

Extremely high perception	Satisfactory perception	Neutral perception	Unsatisfactory perception	Extremely low perception
2(.90%)	72(32.58%)	85(38.46%)	55(24.89%)	7(3.17%)

Table 1: Teachers' level of perception on semester system in colleges of Mizoram (N=221)

From the above Table 1, it can be seen that (38.46%) of teachers had moderate perception on the semester system. However, there were more teachers who had satisfactory perception on semester system than those who had unsatisfactory perception.

Objective No. 2: To compare teachers' overall perception on semester system in undergraduate colleges of Mizoram with respect to teaching experience.

Teachers experiences in teaching were divided into three categories – i) Below 10 years who were considered as having short teaching experience, ii) Between 10 to 20 years who were considered as having middle teaching experience and iii) Above 20 years who were considered as having long teaching experience

Table 2 shows the comparison in teachers' overall perception of semester system based on short experienced teachers & middle experienced teachers, short experienced teachers & long experienced teachers and middle experienced teachers & long experienced teachers.

Groups	Number	Mean	SD	MD	SE _{MD}	t-Value	Sig. level
Short experience	83	201.16	17.611	0.868	3.344	0.260	NS
Middle experience	59	200.29	20.960				
Short experience	83	201.16	17.611	5.941	2.988	1.989	*
Long experience	79	195.22	20.248				
Middle experience	59	200.29	20.960	5.073	3.555	1.427	NS
Long experience	79	195.22	20.248				

NS= Not significant * = Significant at .05 level

Table 2: Comparison in teachers' overall perception of semester system based on short & middle, short & long and middle & long teaching experience

Scrutiny of the result vide table 2 reveals that the 't' value for the significance of difference in the overall perception of semester system between short experienced teachers and middle experienced teachers is not significant. Therefore, the null hypothesis (No. 1) is accepted.

Further analysis of the result vide table 2 reveals that the 't' value for the significance of difference between short experienced teachers and long experienced teachers is significant at .05 level of confidence. Consequently, the null hypothesis (No. 2) is rejected. The result indicates that short experienced teachers have a more favourable overall perception of semester system than the long experienced teachers.

Continuing with the analysis of the result vide table 2 reveals that the 't' value for the significance of difference in the overall perception of semester system between middle experienced teachers and long experienced teachers is not significant. Therefore, the null hypothesis (No.3) is accepted.

Objective No. 3: To compare teachers' perception on the different components of semester system with reference to teaching experience

The differences in the teachers' perception on the different components of semester system in colleges were compared with reference to teachers teaching experience. For this, the mean and standard deviation of the perception scores of all the three groups of teachers based on their teaching experience were calculated. The mean differences were then tested by applying 't' test and the details are presented in the following tables.

1. Teachers' perception on general observation component of semester system based on short & middle, short & long and middle & long teaching experience

Table 3 shows the comparison of short & middle experience teachers, short & long experience teachers and middle & long experience teachers' perception on general observation component of semester system.

Groups	Number	Mean	SD	MD	SE _{MD}	t-Value	Sig. level
Short experience	83	61.86	6.707	1.025	1.252	0.818	NS
Middle experience	59	60.83	7.782				
Short experience	83	61.86	6.707	3.020	1.137	2.657	**
Long experience	79	58.84	7.697				
Middle experience	59	60.83	7.782	1.995	1.333	1.497	NS
Long experience	79	58.84	7.697				

NS= Not significant **= Significant at .01 level

Table 3: Comparison of teachers' perception on general observation component of semester system based on short & middle, short & long and middle & long teaching experience

Analysis of the result vide table 3 reveals that the 't' value for the significance of difference between short experienced teachers and middle experienced teachers' perception on general observation component of semester system is not significant. Therefore, the null hypothesis (No. 4) is accepted.

Further analysis of the result vide table 3 reveals that the 't' value for the significance of difference between short experienced teachers and long experienced teachers is significant at .01 level of confidence. Therefore, the null hypothesis (No. 5) is rejected. The result indicates that short experienced teachers have a more favourable perception on the general observation component of semester system than the long experienced teachers.

Continuing with the analysis of the result of table 3 discloses that the 't' value for the significance of difference between middle experienced teachers and long experienced teachers' perception on general observation component of semester system is not significant. Therefore, the null hypothesis (No. 6) is accepted.

2. Teachers' perception in the course of study component of semester system based on short & middle, short & long and middle & long teaching experience

Table 4 shows the comparison of short & middle experience teachers, short & long experience teachers and middle & long experience teachers' perception on general observation component of semester system.

Groups	Number	Mean	SD	MD	SE _{MD}	t-Value	Sig. level
Short experience	83	33.63	4.330	0.016	0.782	0.021	NS
Middle experience	59	33.61	4.771				
Short experience	83	33.63	4.330	0.740	0.677	1.094	NS
Long experience	79	32.89	4.285				

Middle experience	59	33.61	4.771	0.724	0.786	0.921	NS
Long experience	79	32.89	4.285				

NS= Not significant

Table 4: Comparison of teachers' perception in the course of study component of semester system based on short & middle, short & long and middle & long teaching experience

Analysis of the result vide table 4 reveals that the 't' value for the significance of difference between short experienced teachers and middle experienced teachers' perception in course of study component of semester system is not significant. Therefore, the null hypothesis (No. 7) is accepted.

Further analysis of the result vide table 4 reveals that the 't' value for the significance of difference between short experienced teachers and long experienced teachers' perception in course of study component of semester system is not significant. Therefore, the null hypothesis (No. 8) is accepted.

Continuing with the examination of the result of table 4 discloses that the 't' value for the significance of difference between middle experienced teachers and long experienced teachers' perception in the course of study component of semester system is not significant. Therefore, the null hypothesis (No. 9) is accepted.

3. Teachers' perception in the evaluation component of semester system based on short & middle, short & long and middle & long teaching experience

Table 5 shows the comparison of short & middle experience teachers, short & long experience teachers and middle & long experience teachers' perception in the evaluation component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t-Value	Sig. level
Short experience	83	27.58	3.411	0.388	0.608	0.638	NS
Middle experience	59	27.97	3.676				
Short experience	83	27.58	3.411	0.199	0.552	0.360	NS
Long experience	79	27.38	3.603				
Middle experience	59	27.97	3.676	0.586	0.627	0.935	NS
Long experience	79	27.38	3.603				

NS= Not significant

Table 5: Comparison of teachers' perception in the evaluation component of semester system based on short & middle, short & long and middle & long teaching experience

Study of the result vide table 5 reveals that the 't' value for the significance of difference between short experienced teachers

and middle experienced teachers' perception in the evaluation component of semester system is not significant. Therefore, the null hypothesis (No. 10) is accepted.

Further study of the result vide table 5 reveals that the 't' value for the significance of difference between short experienced teachers and long experienced teachers' perception in evaluation component of semester system is not significant. Therefore, the null hypothesis (No. 11) is accepted.

Continuing with the study of the result of table 5 discloses that the 't' value for the significance of difference between middle experienced teachers and long experienced teachers' perception in the evaluation component of semester system is not significant. Therefore, the null hypothesis (No.12) is accepted.

4. Teachers' perception in the method of teaching component of semester system based on short & middle, short & long and middle & long teaching experience

Table 6 shows the comparison of short & middle experience teachers, short & long experience teachers and middle & long experience teachers' perception in the method of teaching component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t-Value	Sig. level
Short experience	83	30.53	3.538	0.683	0.626	1.090	NS
Middle experience	59	29.85	3.773				
Short experience	83	30.53	3.538	1.758	0.569	3.089	**
Long experience	79	28.77	3.697				
Middle experience	59	29.85	3.773	1.075	0.644	1.671	NS
Long experience	79	28.77	3.697				

NS= Not significant **=Significant at .01 level

Table 7: Comparison of teachers' perception in the choice based credit system component of semester system based on short & middle, short & long and middle & long teaching experience

Study of the result vide table 7 reveals that the 't' value for the significance of difference between short experienced teachers and middle experienced teachers' perception in the choice based credit system component of semester system is not significant. Therefore, the null hypothesis (No. 16) is accepted.

Further study of the result vide table 7 reveals that the 't' value for the significance of difference between short experienced teachers and long experienced teachers' perception in choice based credit system component of semester system is significant at 0.01 level of confidence. Therefore, the null hypothesis (No. 17) is rejected. The result indicates that short experienced teachers have a more favourable perception in the choice based credit system component of semester system than the long experienced teachers.

Continuing with the study of the result of table 7 discloses that the 't' value for the significance of difference between middle experienced teachers and long experienced teachers' perception in the choice based credit system component of semester system is not significant. Therefore, the null hypothesis (No. 18) is accepted.

Findings

The following are the major findings of the present study: Teachers' level of perception on semester system in colleges of Mizoram.

38.46% of teachers had moderate perception on the semester system. However, there were more teachers who had satisfactory perception on semester system than those teachers who had unsatisfactory perception. Only few teachers had extremely high perception as well as extremely low perception.

Comparing of teachers' overall perception on semester system in colleges of Mizoram with reference to teaching experience.

1. There is no significant difference between short experienced teachers and middle experienced teachers' overall perception on semester system.
2. Short experienced teachers had a more favourable overall perception on semester system than long experienced teachers.
3. There is no significant difference between middle experienced teachers and long experienced teachers' overall perception on semester system.

Comparing teachers' perception on the different components of semester system with reference to teaching experience

1. General observation component of semester system

1. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the general observation component of semester system.
2. Short experienced teachers had a more favourable perception than long experienced teachers in the general observation component of semester system.
3. There is no significant difference between middle experienced and long experienced teachers' perception in the general observation component of semester system.

2. Course of study component of semester system:

1. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the course of study component of semester system.
2. There is no significant difference between short experienced teachers and long experienced teachers' perception in the course of study component of semester system.
3. There is no significant difference between middle experienced teachers and long experienced teachers' perception in the course of study component of semester system.

3. *Evaluation component of semester system:*

1. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the evaluation component of semester system.
2. There is no significant difference between short experienced teachers and long experienced teachers' perception in the evaluation component of semester system.
3. There is no significant difference between middle experienced teachers and long experienced teachers' perception in the evaluation component of semester system.

4. *Method of teaching component of semester system:*

1. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the method of teaching component of semester system.
2. There is no significant difference between short experienced teachers and long experienced teachers' perception in the method of teaching component of semester system.
3. There is no significant difference between middle experienced teachers and long experienced teachers' perception in the method of teaching component of semester system.

5. *Choice Based Credit System component of semester system:*

1. There is no significant difference between short experienced teachers and middle experienced teachers' perception in the choice based credit system component of semester system.
2. Short experienced teachers had a more favourable perception than long experienced teachers in the choice based credit system component of semester system.
3. There is no significant difference between middle experienced teachers and long experienced teachers' perception in the choice based credit system component of semester system.

CONCLUSION

According to the findings of the present study on the overall as well as general observation component and choice based credit system component of semester system, it was found that short experienced teachers had a more favourable perception on semester system than the long experienced teachers. Regarding in the course of study, evaluation and method of teaching component of semester system it was found that there was no significant difference on the short experienced teachers and middle experienced teachers, short experienced teachers and long experienced teachers, middle experienced and long experienced teachers. It was also found that there was no significant difference on the short experienced teachers and middle experienced teachers, middle experienced and long experienced teachers in the overall as well as general observation and choice based credit system component of

semester system.

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